

## EXTENT OF INFLUENCE OF WORK MOTIVATION ON EMPLOYEE ENGAGEMENT: THE CASE OF CONTRACTUAL FACULTY MEMBERS

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### ABSTRACT

*Contract-of-service instructors (COSIs) are substantial part of state university's organizational success. Southern Luzon State University (SLSU), one of the prime state universities in the Philippines, is comprised of 331 faculty members where 50.76% were permanent faculty and 49.24% were COSIs. The study was aimed to investigate the influence of intrinsic and extrinsic work motivations on employee engagement of COSIs in SLSU. This study employed descriptive-causal research design. The study showed that majority of the COSIs were young, single women who had master's degree units and been serving the institution for two years or less. The COSIs had high levels of perceived intrinsic motivation, extrinsic motivation, and employee engagement in the institution. Moreover, the study presented that perceived intrinsic motivation, extrinsic motivation, and employee engagement did not significantly differ when grouped according to profile. Furthermore, the level of intrinsic motivation significantly influenced the level of employee engagement. However, the level of extrinsic motivation did not. "Faculty Stress Reduction Program" was developed to further boost the level of intrinsic motivation and employee engagement of the COSIs. Hence, this research served as a basis for foundation for the relevant enhancement of new motivational and engagement method for the contractual faculty members of the institution.*

**KEYWORDS:** *Intrinsic Motivation, Extrinsic Motivation, Employee Engagement & Contractual Faculty*

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### 1. INTRODUCTION

Work motivation and employee engagement were introduced to summarize encouraging employees to buy-in to the goals, ambitions, and corporate ethos of an organization to inspire them to drive the institution forward proactively. They aimed to emphasize to the personnel that they are integral part of the organization in which their efforts will directly contribute towards the organization's success. Well motivated and engaged personnel with high levels of job involvement are considered to be the most important asset for organizations even in educational institutions which serve as a key to quality and productivity improvements.

#### 1.1 Background of the Study

State universities form a part of the major lifelines of education in the Philippines as they help to deliver the workforce needed by the country in return for the full subsidy from the national government. It is therefore imperative for state universities to deliver excellent education in order to produce the best graduates across all courses. Since excellent education is deeply rooted on highly motivated and profoundly engaged professors, it is a constant challenge for them to keep their best educators despite the limited *plantilla* positions.

Southern Luzon State University (SLSU) is one of the leading state universities in the Philippines – evidenced by its ISO Certification, competent faculty, and a variety of highly-accredited courses highlighted by respectable number of board passers. These achievements greatly depend on people – the board of regents, the administrators, the faculty and staff. The administrative center remains to be an organization of human beings. As such, management continuously aims at enhancing harmonious relations among all personnel. This means focusing on ways to motivate and engage individuals to elicit the best performances. Motivated and engaged employees are needed in the rapidly changing workplaces, and SLSU is no exemption.

For the past two decades, SLSU's number of *plantilla* position remains at 311. The University is comprised of 8 campuses all over Quezon Province, in which 331 instructors where 50.76% (168) are instructors with *plantilla* items and 49.24% (163) are contract-of-service instructors (COSIs) or non-*plantilla* employees. Many of the COSIs have served long and have desired for professional development. However, even with the availability of 143 *plantilla* items, many do not qualify due to the stiff academic and service requirements of the vacant positions. Some COSIs who served for the University expressed disappointment. Thus, keeping them motivated and engaged become a challenge to SLSU.

The University allows the COSIs to serve as long as they want but still retain the contractual status. COSIs are supposed to work as part of the team of highly competent professors. Regardless of the status, they are expected to perform their tasks with same level of competence, efficiency, and productivity as the regulars. To maintain and sustain the SLSU's competitive position, it is imperative to keep a high quality standard of education. Keeping the COSI workforce motivated and engaged will help to reduce the risks of deterioration in the quality of education offered by the University.

### **1.2 Influence of Intrinsic Motivation on Employee Engagement**

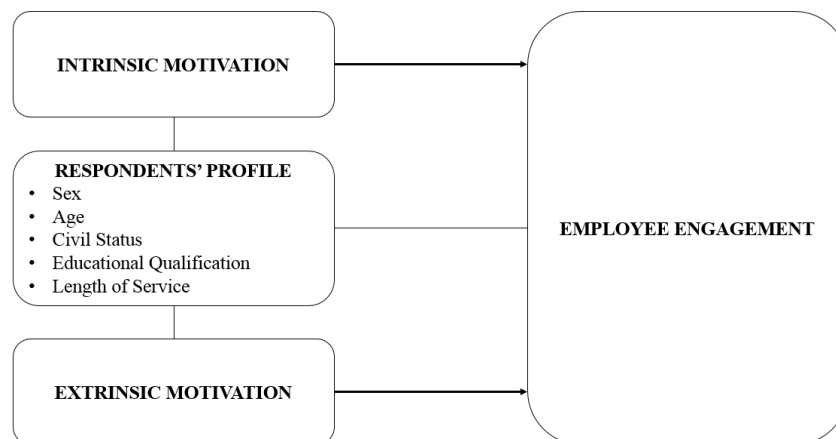
Intrinsic motivations are the factors which are concerned with the content of the job. Iguisi (2009) considered them as unique to each employee in his or her own way. Bloisi, Cook and Hunwaker (2007) considered that the presence of these factors, as linked with Maslow's esteem and self-actualization need, may act as motivators in an organization. Maskach and Leiter (2008) associated intrinsic motivational factors to both positive and negative responses to the job. Its responses are in the form of engagement. Lapointe and Perreault (2013) cited that workers perform better and positively whenever their organizations fulfill and encourage their needs for self-sufficiency, self-valuable through their work performance, and relatedness to such degree that employees themselves to self-report their performance as high. Moreover, Hohnbaum (2012) concluded that intrinsic motivation was recognized in the teaching career as superior positive motivator for engagement. Many had appealed that educators are overworked yet poorly paid. Even if not all of their physiological needs were met, sustaining their basic needs were already rewarding. The accomplishment of attaining professional growth and goals, and learning at their own desired level were the reasons why they were motivated and engaged. Accomplishing something aesthetic out of teaching was the reason why teachers mostly ended up choosing this profession.

### **1.3 Influence of Extrinsic Motivation on Employee Engagement**

If employees are receiving benefits and resources from their organizations, they will engage themselves in ways to contribute to their organizations. Robinson, Perryman, and Hayday (2004) expressed that engagement is a two way relationship between employee and employer. If employees regularly receive benefits from their organization, they will be

more motivated and will put all their efforts to engage in their work for enhanced outcomes. Maskach and Leiter (2008) also categorized few factors that can be linked with employee engagement i.e. recognition and reward and recognition. These factors may be employed to motivate the workers and result in employee positive responses known as engagement. Khan and Iqbal (2013) stated that the hygiene factors such as good wages, promotion, working conditions, and quality of supervision provide the achievement of basic prerequisites in organizations such as bank. After the fulfillment of these factors, if the management delivers motivator factors.

#### 1.4 Conceptual Framework of the Study



**Figure 1: Conceptual Framework of the Study.**

The paradigm presented in figure 1 investigated the level of influence of work motivation (intrinsic and extrinsic) on employee engagement on contract-of-service instructors in Southern Luzon State University. The levels of the respondents' intrinsic motivation, extrinsic motivation, and employee engagement were determined. Moreover, the framework also determined whether the COSIs' intrinsic motivation, extrinsic motivation, and employee engagement significantly differed when they were grouped according to the profile. In the study, intrinsic motivation and extrinsic motivation served as the independent variables, whereas employee engagement served as the dependent variable.

## 2. METHODS

### 2.1 Research Design

This study used descriptive-causal research design. Descriptive research design was implied to describe the profile of the respondents as to sex, age, civil status, educational qualification, and length of service. It was also utilized to describe the levels of intrinsic motivation, extrinsic motivation, and employee engagement of COSIs in SLSU. Likewise, it was utilized to determine if there were significant differences on intrinsic motivation, extrinsic motivation, and employee engagement of the respondents when they are grouped according to the profile. Supported by quantitative data, causal research design was used to determine if the level of intrinsic and extrinsic motivations significantly influence the level of employee engagement of the COSIs in SLSU.

### 2.2 Respondents and Sampling

A total of 163 teaching personnel under contract-of-service position at SLSU were chosen as respondents of the study. Total enumeration of respondents was employed wherein all the instructors of the said population were requested to participate.

### 2.3 Research Instrument and its Reliability

This research used survey questionnaire adopted from the study of Khan and Iqbal (2013) which was served as a major instrument to gather primary data. This enabled the study to determine the levels of intrinsic and extrinsic work motivation, and employee engagement of contract-of-service instructors in Southern Luzon State University. Profiles of the respondents were considered in the study. Minor modifications had been made to complement the respondents from academic institution since the aforementioned was used in the banking institution. The survey questionnaire was tested for reliability using Cronbach's coefficient alpha among 27 randomly selected respondents from various colleges in SLSU. In the 20 items, the alpha coefficient is 0.765. It implicated that the internal consistency was reflected on the items.

### 2.4 Data Analysis Tools

The data gathered by the researcher were treated using different statistical treatments with accordance to their uses. Tabulated data were utilized to aid the presentation and analysis of the results using the following: frequency and percentage distribution was applied to determine and present the respondents' profile as to sex, age, civil status, educational qualification, and length of service in the institution; weighted mean was computed to summarize the perceived levels of intrinsic motivation, extrinsic motivation, and employee engagement of the COSIs in SLSU; multiple regression was utilized to determine whether the levels of intrinsic work motivation and extrinsic work motivation significantly influence the level of employee engagement; ANOVA or analysis of variance was used to compare if there were significant differences on intrinsic motivation, extrinsic motivation, and employee engagement when COSIs were grouped according to age, educational qualification, and length of service; and T-test was used to compare if there were significant differences on the intrinsic motivation, extrinsic motivation, and employee engagement when COSIs were grouped according to sex and civil status.

## 3. RESULTS

### 3.1. Frequencies – Sex, Age, Civil Status, Educational Qualification, Length of Service

The 163 respondents were made up of 54.6% females and 45.4% males; 63.8% single, 34.4% married, 1.2% separated, and 0.6% widowed. As to age demography, about 58.9% were in their twenties wherein majority were faculty with master's degree units (41.1%) and bachelor's degree holders (30.7%). More than half of the populace have been serving in the University for a short period (as reflected by 51.5% employees with tenure of two years or less). Respondents' profiles (tables 1 to 5) revealed the COSIs' demographics at SLSU.

**Table 1: Sex Frequencies**

	Frequency	Percent	Cumulative Percent
Female	89	54.6	54.6
Male	74	45.4	100
Total	163	100	

**Table 2: Age Frequencies**

	Frequency	Percent	Cumulative Percent
20 to 29	96	58.9	58.9
30 to 39	37	22.7	81.6
40 to 49	21	12.9	94.5
50 and above	9	5.5	100
Total	163	100	

**Table 3: Civil Status Frequencies**

	Frequency	Percent	Cumulative Percent
Single	104	63.8	63.8
Married	56	34.4	98.2
Separated	2	1.2	99.4
Widowed	1	0.6	100
Total	163	100	

**Table 4: Educational Qualification Frequencies**

	Frequency	Percent	Cumulative Percent
Bachelor's degree	50	30.7	30.7
With master's degree units	67	41.1	71.8
Master's degree	34	20.9	92.7
With doctorate degree units	10	6.1	98.8
Doctorate degree	2	1.2	100
Total	163		

**Table 5: Length of Service Frequencies**

	Frequency	Percent	Cumulative Percent
2 years or less	84	51.5	51.5
2 ½ to 4 years	46	28.3	79.8
4 ½ to 6 years	13	8.0	87.8
6 ½ to 8 years	10	6.1	93.9
8 ½ and more	10	6.1	100
Total	163	100	

### 3.2. Level of Intrinsic Motivation

Based on the initial stage of Khan and Iqbal's model, intrinsic motivation is measured through the four influences, i.e., interesting work, job appreciation, job satisfaction, and stress. The composite mean of 3.07 indicates that the respondents have high level of intrinsic motivation. Further, they strongly agree that they are interested in their work as an instructor with 3.76 mean. The data further shows that the respondents agree in feeling fulfilled about working in the institution, in having feedback and appraisal persuasions, in being satisfied with their job, in having stimulating works through unique job contents, and in receiving appreciation from the management with means of 3.47, 3.28, 3.17, 2.96, and 2.73, respectively.

**Table 6: Level of Intrinsic Motivation**

Indicator	Mean	Interpretation
I am interested in my work as an instructor.	3.76	Strongly agree
The institution makes the work stimulating by introducing unique job contents.	2.96	Agree
I receive appreciation from the management for good work.	2.73	Agree
Feedback and performance appraisal persuade me to work harder.	3.17	Agree
Working in the institution gives me a sense of fulfillment.	3.47	Agree
Considering everything, I am satisfied with my job.	3.28	Agree
Heavy workload and long working hours make me exhausted.*	1.86	Disagree
I work below my competencies.*	3.34	Agree
Composite mean	3.07	Agree

Note: An asterisk (\*) indicates reverse scored items. Items were measured on a four-point rating scale response format.

There are two major findings in this section. First, respondents disagree to the statement that they work below their competencies with 1.66 mean (3.34 when reversely scored). Thus, this connotes that the COSIs testify on working with their utmost potentials. However, results also show that stress-related factor has 3.14 mean (1.86 when reversely scored), meaning, respondents agree on experiencing exhaustion for having heavy workload and long working hours making them less intrinsically motivated.

### 3.3. Level of Extrinsic Motivation

This part comprises of four extrinsic motivational influences, i.e., job security, good wages, promotion and growth, and recognition. The composite mean of 2.65 indicates that the respondents have high level of extrinsic motivation. The highest mean rating of 3.54 describes that the respondents agree that the recognition from the management can best affect their extrinsic motivation as an employee of the institution. Statements resulting agreeable responses are providing job security, setting up trainings for growth by the institution, earning the same or more than colleagues, and having satisfactory compensation with 2.98, 2.81, 2.71, and 2.61 means correspondingly.

The respondents agree that poor job performance may be due to uncertainties in position and tenure with a mean of 2.70 (2.30 when reversely scored). This suggests that COSIs have tendencies to perform below their potentials because of the low probability of being promoted.

The respondents disagree that they get promoted regularly (with mean of 2.24). This implies that the COSIs less likely get the opportunity to progress in their chosen career. Another extrinsic motivational factor in receiving a monetary reward for exceptional work obtains the lowest mean rating of 1.99 which simply states that the COSIs believe that the institution seldom provides financial reward for hard work.

**Table 7: Level of Extrinsic Motivation**

Indicator	Mean	Interpretation
Job security gives me a sense of commitment.	2.98	Agree
Uncertainty of my position and tenure may add low quality to my work.*	2.30	Disagree
My financial compensation is satisfactory in relation to what I do.	2.61	Agree
I earn the same or more than my co-faculty of similar position.	2.71	Agree
I get promotion on fairly basis.	2.24	Disagree
The institution provides me with trainings for potential professional growth.	2.81	Agree
Recognition is an effective method for employee motivation.	3.54	Strongly agree
I receive monetary reward for outstanding performance.	1.99	Disagree
Composite mean	2.65	Agree

Note: An asterisk (\*) indicates reverse scored items. Items were measured on a four-point rating scale response format.

### 3.4. Level of Employee Engagement

The composite mean of 3.22 indicates that the respondents have high level of employee engagement in the institution. Agree rating means of 3.45, 3.39, 3.09, and 2.95 show that the instructors are proud to be part of the university, are engaged while fulfilling their duties, are provided with opportunities to grow and learn, and are involved in designing their intended job responsibilities. Results clinch that the respondents have positive reaction toward employee engagement.

**Table 8: Level of Extrinsic Motivation**

Indicator	Mean	Interpretation
The institution provides me with opportunities that enable me to learn and grow at work	3.09	Agree
I feel proud to be part of the institution.	3.45	Agree
The institution involves me in designing my intended job responsibilities.	2.95	Agree
I feel engaged while performing my duties as an instructor.	3.39	Agree
Composite mean	3.22	Agree

### 3.5. Influence of Work Motivation on Employee Engagement

Table 9 illustrates the influence of intrinsic and extrinsic motivations on employee engagement of COSIs in SLSU. The independent variables are intrinsic motivation and extrinsic motivation, while the dependent variable is employee engagement. The model produces the equation to predict employee engagement as follows: Employee Engagement = 2.004 + 0.301 (Intrinsic Motivation) + 0.171 (Extrinsic Motivation)

Using the multiple regression analysis, the study found out that intrinsic motivation has significant influence on employee engagement of COSIs in SLSU as indicated by its  $p$ -value=0.000 ( $p < 0.05$  significance level). In addition, it has more contribution due to its 0.301 beta coefficient. This means that for every unit increase on intrinsic motivation, there is an additional 0.301 unit increase on employee engagement. Therefore, the results proved that to engage employees in their job, management have to provide intrinsic motivation. More specifically, the administration has to consider interesting work, job appreciation, satisfaction and stress in consideration while making faculty development plan for their faculty members.

Inversely, the analysis shows that extrinsic motivation has no significant influence on employee engagement of COSIs in SLSU as indicated by its  $p$ -value=0.138 ( $p > 0.05$  significance level). Furthermore, it has less contribution based on the model with 0.171 beta coefficient. Therefore, the results proved that to engage employees in their job, the administration does not need to pay more attention to extrinsic motivation as compared to intrinsic motivation.

**Table 9: Influence of Intrinsic and Extrinsic Motivations on Employee Engagement**

Independent Variable	beta	t	p-value	Interpretation
Constant	2.004			
Intrinsic motivation	0.301	3.797	0.000	significant
Extrinsic motivation	0.171	1.492	0.138	not significant
Dependent Variable: Employee Engagement				

### 3.6. Difference on Intrinsic Motivation, Extrinsic Motivation, and Employee Engagement when Grouped According to Profile

Tables 10 to 12 reflected that there are no significant differences on the level intrinsic motivation, extrinsic motivation, and employee engagement when respondents were grouped according to the profile. The results suggested that the respondents have almost or same perceptions on the stated variables since significant differences were not found when congregated based on profile at 0.05 significance level.

**Table 10: Difference on the Level of Intrinsic Motivation when Grouped According to Profile**

Profile	t-value (sex, civil status) F-value (age, education, length)	p-value	Interpretation
Sex	1.087	0.279	not significant
Age	0.178	0.911	not significant
Civil Status	0.297	0.828	not significant
Educational Qualification	0.187	0.829	not significant
Length of Service	1.292	0.275	not significant

**Table 11: Difference on the Level of Extrinsic Motivation when Grouped According to Profile**

Profile	t-value (sex, civil status) F-value (age, education, length)	p-value	Interpretation
Sex	0.152	0.880	not significant
Age	1.532	0.208	not significant
Civil Status	0.917	0.434	not significant
Educational Qualification	0.289	0.749	not significant
Length of Service	0.903	0.464	not significant

**Table 12: Difference on the Level of Employee Engagement when Grouped According to Profile**

Profile	t-value (sex, civil status) F-value (age, education, length)	p-value	Interpretation
Sex	0.324	0.747	not significant
Age	1.575	0.198	not significant
Civil Status	2.586	0.055	not significant
Educational Qualification	0.581	0.561	not significant
Length of Service	0.143	0.210	not significant

#### 4. CONCLUSIONS

The result showed a presence of gender balance. This indicated diversity amongst the contractual teaching workforce in the institution. However, more than half of the entire populace was still skewed towards women. The COSIs were within the young age range of 20–29. This revealed that the major workforce of the institution belonged to “Generation Y” or the “Millennials.” It was discovered that the singles dominated the population of the instructors under contract-of-service position in SLSU. This information exposed that mostly they have less life responsibilities. Majority of the 163 respondents have master’s degree units. In view of the fact that the institution was highly tiered in the Philippine ranking of state universities, most of the contractual teaching force had only been serving the organization for two years or less.

Furthermore, analysis showed that at 0.05 level of significance, the level of intrinsic motivation had significant influence on the level of employee engagement of COSIs in SLSU. Thus, the University should consider these intrinsic motivation factors while working on employee engagement. However, the level of extrinsic motivation had no significant effect on the level of employee engagement of COSIs in SLSU. Lastly, the levels of intrinsic motivation, extrinsic motivation, and employee engagement did not significantly differ when grouped according to profile.

The conclusion highlighted that the COSIs’ level of intrinsic motivation significantly affected the level of employee engagement. Overall, the intrinsic motivational factors create a strong win-win form of motivation for both an organization and its employees. This type of motivation is focused on the shared desire that employees’ work makes an effective contribution to meaningful purpose, so that it is performance-driven. To further boost the level of intrinsic motivation and employee engagement of the COSIs, the study proposed “Faculty Stress Reduction Program” that the University implemented which may cultivate the COSIs’ sense of constancy.



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